**Chapter 4:**

**Tools for Active Literacy**

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| ***Page*** | ***Interesting Section of the Chapter*** | ***My Thoughts, Comments & Questions /***  ***Things I Want to Remember*** |
| 46 | Thinking Aloud: “Too often we model for our kids without letting them in on the purpose our demonstration.” | I found this part to be particularly true – not only in modeling for our students but all of the lessons in general. Its as if, when we teach a lesson, we want the student to guess the objective. Kind of like an academic hide and go seek. When I made my lesson plans for my 7th grade reading class, in the power point presentation, the second page, after introducing the story was clearly stating the objectives so the student knew the point of what they were reading. Yes, I did point out that it should be fun to read, but they know there is a purpose for their reading, otherwise they think it is just busywork. |
| 58 | Aesthetic Reading and Efferent Reading | I like that we talked about this last meeting and then got to read more about it. I feel that is okay and important that students know there is a difference and that they can sometimes choose to simply read for aesthetic purposes. |